



Teaching Guide

Teaching Guide				
Identifying Data				2023/24
Subject (*)	Literary and Cultural Relations in the Galician-and-Portuguese-Speaking World		Code	613584120
Study programme	Mestrado Universitario en Literatura, Cultura e Diversidade (plan 2016)			
Descriptors				
Cycle	Period	Year	Type	Credits
Official Master's Degree	2nd four-month period	First	Optional	3
Language	Portuguese			
Teaching method	Face-to-face			
Prerequisites				
Department	Letras			
Coordinador	Samartin López-Iglesias, Roberto	E-mail	roberto.samartin@udc.es	
Lecturers	Samartin López-Iglesias, Roberto	E-mail	roberto.samartin@udc.es	
Web	https://www.udc.gal/gl/filo/MLCD/			
General description	Study of the main cultural elements and instruments that explain both the functioning and the relationships between the various systems that make up the Galician-Portuguese cultural intersystem			

Study programme competences

Code	Study programme competences
A1	Integrar os estudos literarios nun contexto cultural mais extenso que trascenda os límites dunha soa lingua e/ou nación, atendendo á diversidade cultural
A3	Ser capaz de realizar aportacións creativas e orixinais no estudo comparatista dos textos literarios, dos produtos artísticos e das realidades culturais
A4	Aplicar as técnicas de análise cultural en contextos diversos
A6	Coñecer e valorar a diversidade cultural, con especial atención aos ámbitos hispánico e galego-portugués
A8	Comprender os procesos históricos dos estudos literarios e culturais e os seus cambios de paradigma
A12	Ser capaz de desenvolver un enfoque orixinal e creativo na investigación avanzada no ámbito dos estudos literarios e culturais
A13	Aplicar unha perspectiva comparatista de carácter transnacional e plurilingüístico aos estudos literarios, artísticos e culturais
A14	Adquirir a capacidade de xestionar ferramentas e recursos de investigación aplicados no ámbito dos estudos literarios e culturais
B3	Dominar a expresión e a comprensión de forma oral e escrita dun idioma estranxeiro
B4	Utilizar as ferramentas básicas das tecnoloxías da información e as comunicacións(TIC) necesarias para o exercicio da súa profesión e para a aprendizaxe ao longo da vida
B5	Desenvolverse para o exercicio dunha cidadanía aberta, culta, crítica, comprometida, democrática e solidaria, capaz de analizar a realidade, diagnosticar problemas, formular e implantar solucións baseadas no coñecemento e orientadas ao ben común
B6	Valorar críticamente o coñecemento, a tecnoloxía e a información dispoñibles para resolver problemas cos que deben enfrontarse
B7	Asumir como profesional e cidadán a importancia da aprendizaxe
B8	Valorar a importancia que ten a investigación, a innovación e o desenvolvemento tecnolóxico no avance socioeconómico e cultural da sociedade
C1	Adquirir capacidade de organizar o traballo, planificar e xestionar o tempo e resolver problemas de forma efectiva
C2	Traballar de maneira interdisciplinar en entornos diversos
C4	Promover o entendemento intercultural desde a comprensión da diversidade
C5	Integrar coñecementos de campos de estudos diversos
C6	Aplicar coñecementos e habilidades na resolución de problemas en entornos novos o non familiares en contextos interdisciplinares
C7	Desenvolver habilidades cognitivas avanzadas (capacidade de síntese, análise e pensamento crítico) relacionadas co desenvolvemento e a creación dun perfil investigador
C8	Adquirir a capacidade de concebir e deseñar proxectos de investigación con rigor académico

Learning outcomes



Learning outcomes	Study programme competences		
Locate the study of literature in a broad cultural framework, going beyond national borders and paying attention mainly to the Galician-Portuguese space.	AC1 AC6 AC8 AR1		
Develop creative capacity in the analysis of literary texts, artistic products and cultural realities from a comparative perspective.	AC3		
Use a comparative, transnational and multilingual analysis in the study of literature.	AC4 AR2 AR3		
Use the Information and Communication Technologies (ICT) necessary for the development of work and for the acquisition of knowledge and skills throughout life.		BC3 BJ1 BJ3 BJ5	
Take into account, as a professional and as a citizen, the relevance of acquiring knowledge throughout life.		BJ1 BJ2 BJ4	
Collaborate in intercultural understanding from the assumption of diversity.		BJ4	CC4
Work on the capacity for synthesis and the adoption of a critical perspective in order to be able to develop quality research projects.			CC1 CC2 CC5 CC6 CR1 CR2
Know how to distinguish, both in theoretical and empirical analyses, the effects of sex and gender variables	AC1 AC6	BJ2	CC4

Contents	
Topic	Sub-topic
1. The Galician-Portuguese cultural intersystem.	1.1. Materials, standards and repertoires.
2. Literary and cultural relations in the Lusophone intersystem	2.1. Producers, institutions and events. 2.2. Intersections: Saudosismo, Neotrovadorismo, Iberismo, ...
3. Industries and cultural policies in the Lusophone intersystem	3.1. Regulatory framework, cultural policies and planning

Planning				
Methodologies / tests	Competencies	Ordinary class hours	Student's personal work hours	Total hours
Guest lecture / keynote speech	A1 A6 A8 B7 B8 C4	2	1	3
Directed discussion	A13 A3 A12 C7 C5 C6 C8	3	15	18
Seminar	A1 A3 A6 A8 B5 B6 B7 B8 C2 C4	5	10	15
Supervised projects	A3 A4 A14 A12 B4 B3 C1 C7	2	12	14
Glossary	A14 B6 C2 C5	2	2	4
Workbook	A1 A4 A8 C1 C4 C7 C5	1	15	16
Personalized attention		5	0	5



(*)The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.

Methodologies	
Methodologies	Description
Guest lecture / keynote speech	Presentation, development and analysis of fundamental theoretical and procedural contents for students to achieve the competencies and skills provided for in the subject.
Directed discussion	Presentation by the teacher or students of a series of theoretical-practical cases for their joint and collaborative analysis throughout the face-to-face sessions.
Seminar	Group work based on the oral presentation of the set of readings assigned by the teacher at the beginning of the sessions or, eventually, the results of one of the tutored works. During the seminars, the students will use the necessary technological and methodological resources and will demonstrate the knowledge and practical application of the contents, skills and competencies addressed in the subject.
Supervised projects	Realization of specific approaches related to the topics covered in the subject. These works can be carried out individually or collectively (according to the planning carried out by the teacher at the beginning of the sessions).
Glossary	Presentation and collaborative discussion of fundamental concepts for the understanding of the different theoretical-methodological tools focused on the subject.
Workbook	Completion of a series of brief readings (articles or book chapters) previously selected by the teacher and directly related to the content covered in the subject.

Personalized attention	
Methodologies	Description
Supervised projects Seminar Workbook	In addition to the accompaniment work carried out in the tutorial schedule set by the teacher responsible for the subject, personalized attention will be directed especially (but not only) to support the completion of the Supervised Work(s), the Readings and the Seminars. In general, it is recommended that each student attend at least one tutorial prior to the presentation of the assigned readings. In order to carry out the planned activities and in order to obtain adequate guidance, it is essential that students communicate fluently and frequently both their progress and their possible difficulties. In addition, each student will be able to make all kinds of queries in relation to the development of the subject, either during tutorial hours or through email. This personalized attention is also specially contemplated for part-time students and with recognized academic exemption, as well as for students enrolled to take the exam in the December call and for those coming from outside the European academic area.

Assessment			
Methodologies	Competencies	Description	Qualification
Supervised projects	A3 A4 A14 A12 B4 B3 C1 C7	The contents discussed and the results of the teaching-learning process will be evaluated in relation to the achievement of the objectives sought in the subject. Linguistic quality, the capacity for autonomous learning and/or teamwork, analytical and critical capacity, and the adaptation to the objectives formulated by the teacher for these activities will also be taken into account.	60
Seminar	A1 A3 A6 A8 B5 B6 B7 B8 C2 C4	The comprehension and mastery of the contents presented and commented will be fundamentally evaluated, as well as the usefulness of the discussion for the purposes of the subject. The linguistic quality, the organization and sequence of the presentation, the clarity and precision in the interventions, the interaction with the public, the use of available time and the eventual development and use of technological resources will also be taken into account.	15



Workbook	A1 A4 A8 C1 C4 C7 C5	In addition to the possible oral presentation of any of the proposed readings, the level of analysis and comprehension of the rest of the readings demonstrated during the other presentations, seminars and guided discussions will be evaluated.	25
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Assessment comments



The evaluation of the subject will be done continuously at the first opportunity.

In it, not only the elements referred to in the corresponding place in this guide will be taken into account, but also, in a transversal way, the linguistic, argumentative and collaborative learning skills demonstrated throughout the teaching-learning process. All the activities must be carried out and delivered in accordance with the deadlines and procedures established

in the calendar that the teaching staff will provide to the students at the beginning of the sessions and that will be published on the Virtual Campus. Activities delivered after the established deadline will not be subject to evaluation. To pass the subject, students must achieve a grade equal to or greater than 5 points out of 10. If there are specific evaluation criteria for any of the proposed tasks, these will be made available at the time by the teaching staff responsible for the subject through the Virtual Campus and/or displayed in the classroom. The teaching staff will also give the appropriate instructions for the correct development of each of the planned activities. All activities or tests must meet minimum format and linguistic correctness requirements (spelling, punctuation, syntactic agreement, absence of repetitions, lexical precision, formal registration...); in the case of linguistic-expressive deficiencies, these may be sanctioned in the qualification according to the criteria contained in the document "Minimum requirements for linguistic correction" (approved by the Galician-Portuguese Section on 6/7/2018 and published on the Virtual Campus). Any lack of academic honesty

(plagiarism, use of texts or ideas from other authorships without indicating the origin, copying in tasks, papers or other variables of these characteristics) will be penalized in accordance with current regulations at the UDC. Papers submitted by students may be incorporated into Turnitin, a plagiarism detection tool, as well as papers previously submitted at this or other universities, even by the same student. In the event of a lack of academic honesty, the measures provided for in the Rules for the evaluation, review and claim of bachelor's and master's degree studies at the University of A Coruña (article 14.4) may be applied. In general, the fraudulent performance of tests or evaluation activities, once accredited, will directly imply a failure of "0" in the subject in the corresponding call, invalidating the qualification obtained in all the evaluation activities for the extraordinary call. People who do not pass the subject according to the continuous evaluation in the first opportunity must participate in the July opportunity.

To pass the subject on this second opportunity, students must take the exam (5 values) on the date set by the Faculty of Philology and those tutored readings or works (5 values) that have been assigned to them. The part-time student or with academic exemption must take an exam (5 values) on the dates indicated for this purpose by the Faculty of Philology and deliver on a date previously agreed with the professor those tutored readings or works (5 values) that have been commissioned. In case of not being able to attend tutorials, these students must contact the teaching staff by email at the beginning of the course. Those students who prove the impossibility of attending classes must also contact the subject's teaching staff as soon as possible after this circumstance has occurred. Students who take the early call in December must first contact the professor responsible for the subject and, to



pass it, must take an exam (5 values) on the date set for this purpose by the Faculty of Philology, as well as those readings or supervised works (5 values) that have been entrusted to you. Any student who does not hand in any of the activities provided for in this guide or who does not take the exam at the corresponding opportunity will be considered Not Present. The course can be adapted for students who need the adoption of measures aimed at supporting diversity (physical, visual, auditory, cognitive, learning or related to mental health). If necessary, it is possible to contact the services available at the UDC/in the Center: with the Diversity Attention Unit (<https://www.udc.es/cufie/ADI/apoioalumnado/>) within the official deadlines stipulated before each academic term; otherwise, with the ADI Tutor of the Faculty of Philology (e-mail: pat.filologia@udc.gal). In accordance with the provisions of the different regulations applicable to university teaching, this subject incorporates the gender perspective in its content and organization. Inclusive language will be used and attention will be paid to the inclusion of literature produced by people of different gender identities. Discrimination based on gender will be avoided in student participation in all teaching and learning processes. The values of respect and equality will be promoted, and the reproduction of prejudices or discriminatory attitudes will not be accepted. If situations of gender discrimination are identified, concrete actions and measures will be proposed to correct them.

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Basic	- Abuín González / Tarrío Varela, Anxo (eds.) (2004). Bases metodolóxicas para unha historia comparadas das literaturas da Península Ibérica. . Servizo de Publicacións e Intercambio Científico da Universidade de Santiago de Compostela. - Casas, Arturo (2003). "Sistema interliterario y planificación historiográfica a propósito del espacio geocultural ibérico". Interlitteraria 8 - Dias, A. F. (1998). História e crítica da literatura portuguesa.. Verbo. - Fernández del Riego, Francisco (2001). "Galegos e portugueses na área da cultura común". Congreso de Literatura Galega e do Norte de Portugal: o libro e a lectura. Consellería de Cultura, C - Freixeiro Marto, Xosé Ramón (1994). "Unha visión das relacións culturais galego-portuguesas nos anos vinte a través da correspondencia entre Teixeira de Pascoaes e Noriega Varela". Boletín Galego de Literatura 11 - Petrov, Petar et alii (2012). Avanços em literatura e cultura portuguesas. Século XX. AIL-ATRAVÉS eDITORA - Pociña López, Andrés José (2007). "Portugal en la obra de Eduardo Pondal". Aula ibérica: Acta de los congresos de Évora y Salamanca. Ediciones Universidad de Salamanca. - Pozo Garza, Luz (2001). "Poesía portuguesa en Nordés". Congreso de literatura galega e do norte de Portugal. Xunta de Galicia - Rodrigues Baptista, António (1993). Rosália de Castro no horizonte dos 'saudosistas' portugueses. Da crítica de António Sérgio á veneración de Teixeira de Pascoaes". Aula ibérica: Acta de los congresos de Évora y Salamanca. Ediciones Universidad de Salamanca. - Salinas Portugal, Francisco (2007). "A língua e a literatura portuguesas na configuração do campo literário galego". Aula ibérica: Acta de los congresos de Évora y Salamanca. Ediciones Universidad de Salamanca. - Samartim, Roberto López-Iglesias (2017). Mudança política e sistemas culturais em transição. Santiago de Compostela: Laiovento - Samartim, Roberto López-Iglesias / Cordeiro Rua, Gonçalo (2009). "O pensamento cultural galego em referência a Portugal: posição e função de ideias e grupos no Tardofranquismo e na Transição". Congresso Internacional "O pensamento luso-galaico-brasileiro entre 1850 e 2000. Imprensa Nacio - Seabra, José Augusto (1999). "Apostila. A geração da Renascença Portuguesa e a revista Nós".. Nova Renascença. - Torres Feijó, Elias J. (). "Contributos sobre o objecto de estudo e metodologia sistémica. Sistemas literários e literaturas nacionais".. Bases metodolóxicas para unha historia comparadas das literaturas da Península Ibérica. USC. - Torres Feijó,Elías J. (2007). "O 25 de Abril e as suas imediatas conseqüências para e no campo do protossistema cultural galeguista". . Actas do VII Congreso Internacional de Estudos Galegos 2. - Valiente Fernández, Alicia (2007). "La recepción de la cultura portuguesa en la revista Nós". Revista de Filología Romántica 24. - Vázquez Cuesta, Pilar (1992). "Relacións entre as literaturas galega e portuguesa". Actas do I Congreso Internacional da Cultura Galega. ALONSO ESTRAVIZ, Isaac (2002). Relações de Teixeira de Pascoaes com escritores e intelectuais. Portal Galego da Língua. Consultado em http://agal-gz.org/faq/lib/exe/fetch.php?media=contributos-pgl:relacoes_de_teixeira_de_pascoaes.pdf.BALTRUSCH, Burghard (2009). A Galiza e a Lusofonia. Os Estudos Portuguesesna Universidade de Vigo. In Ana Gabriela Macedo & Maria Eduarda Keating (orgs.), IX Colóquio de Outono. Censura e inter-dito/Censorship and inter-diction (pp. 253-269). Braga: Centro de Estudos Humanísticos.BELLO VÁZQUEZ, Raquel (2012). Portugal como referente na Galiza do século XVIII. O caso de José Andrés Cornide. In Petar Petrov, Pedro Quintino de Sousa, Roberto L.I. Samartim e Elias J. Torres Feijó (eds.), Avanços em Literaturas e Culturas Africanas e em Literatura e Cultura Galega (pp.271-288). Santiago de Compostela/ Faro: AIL/Através Editora.BELLO VÁZQUEZ, Raquel (2015). A existência de uma comunidade luso-galega como elemento afetivo nas visitas a Santiago de Compostela procedentes de Portugal. Primeiros resultados através de inquéritos quantitativo-qualitativos. In Elias J. Torres Feijó, Raquel Bello Vázquez, Roberto Samartim e Manuel Brito-Semedo (eds.). Estudos da AIL em Teoria e Metodologia. Relacionamento nas Lusofonias II (pp. 87-96). Santiago de Compostela/ Coimbra: AIL.CORDEIRO RUA, Gonçalo & RODRÍGUEZ PRADO, Mª Felisa (2002). Sistema literário galego e mundo lusófono primeira metade de setenta (1969-1974).
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Complementary	
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Recommendations

Subjects that it is recommended to have taken before

Subjects that are recommended to be taken simultaneously

Subjects that continue the syllabus

Other comments

In order to be able to follow the seminar successfully, it will be necessary to have a sufficient level (a minimum equivalent to level B2 of the European Framework is recommended) of comprehension and expression, both oral and written, in the languages of use in the subject. All questions not explicitly covered in this guide or possible doubts in relation to the development of the seminar will be clarified by the professor in his tutorial schedule, in the face-to-face sessions or in the email that appears in the corresponding place in this document.

(*)The teaching guide is the document in which the URV publishes the information about all its courses. It is a public document and cannot be modified. Only in exceptional cases can it be revised by the competent agent or duly revised so that it is in line with current legislation.